



# **CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS & TRAINING**

## **ACADEMY INSTRUCTOR CERTIFICATE PROGRAM**

### ***Curriculum for the Academy Instructor Certification Course***

### **CURRICULUM OVERVIEW**

This curriculum for the Academy Instructor Certification Course (AICC) was developed with the input of an advisory council of subject matter experts, the Instructor Standards Advisory Council (ISAC), basic academy directors and POST staff. The course has been generalized to acknowledge that academy and in-service instructors may attend the same training sessions for different purposes. The AICC is based on principles of student-centered adult learning and sound instructional systems design. It is designed to ensure that academies and their trainers and educators prepare peace officers for the rigors of the profession.

#### **Basic Course Instructor Needs and Mandates**

As a result of significant changes approved by the POST Commission in 2005, the Basic Course is moving its teaching methodology to that which:

- ♦ Places the responsibility for learning on the student,
- ♦ Modifies and expands the instructor's role to that of facilitator of an adult learning environment,
- ♦ Provides students with a variety of teaching methodologies and opportunities to acquire knowledge and demonstrate competencies necessary for success in field training and beyond.

The core competencies acquired in this course, therefore, will require instructors to demonstrate their ability to lead an educational and training environment consistent with these goals.

#### **Instructional Goals for Basic Course Instructors**

A primary goal of the AICC is to satisfy the requirements of the minimum standards for Regular Basic Course (RBC) instructors described in POST Regulations 1071, 1082 and 1083. The requirement for all RBC instructors appointed on or after July 1, 2006 is to complete an AICC prior to instructing any component of a RBC.

The AICC satisfies the minimum course content as specified in Regulation 1083 including:

- ♦ Basic Course Instructional System
- ♦ Roles and Responsibilities of Law Enforcement Training Instructors
- ♦ Adult Learning Concepts
- ♦ Lesson Planning
- ♦ Presentation Skills
- ♦ Facilitation Skills
- ♦ Use of Learning Resources and Training Aids
- ♦ Evaluation Techniques
- ♦ Legal Issues
- ♦ Safety Protocols
- ♦ Written, oral and/or Demonstration Assessment (competency verification checklist required for AICC)

*\* In-Service Instructors – Presently there is no existing requirement for in-service instructors to complete the AICC or equivalent course, POST encourages these trainers to seek opportunities to enhance their skills and abilities to deliver content in a manner that is consistent with student-centered adult learning.*

## **INSTRUCTOR CORE COMPETENCIES**

At the conclusion of training in the AICC, instructors are required to demonstrate the following minimum core competencies:

- A. The application of adult learning concepts and principles in an educational setting;
- B. Knowledge of the roles and responsibilities of an instructor training peace officers in a POST-certified course or comparable training;
- C. Effective lesson planning, including the integration and use of appropriate instructional methodologies and learning activities to reinforce instruction and to allow students to reflect and retain necessary knowledge;
- D. Facilitation skills in the student-centered learning environment, including effective presentation skills, a knowledge and use of a variety of instructional techniques, and a commitment to delivering training in a manner that will enhance the learner's retention and application of knowledge beyond the academy setting;
- E. A variety of instructor and student learning resources and training aids;
- F. Integration of course curriculum and lesson plan with POST Training and Testing Specifications to ensure appropriate evaluation and testing of learning. This competency also includes remediation opportunities consistent with POST and academy standards;
- G. Knowledge of the Regular Basic Course Instructional System, including:
  - 1. Training mandates
  - 2. Training specifications
  - 3. Methods for delivering instruction
  - 4. Facilitation of the student-centered learning environment
  - 5. Procedures for testing, evaluation and remediation;
- H. Recognition of the importance of the Regular Basic Course training mission and the instructor's roles and responsibilities, including:
  - 1. The Faculty/Staff code of conduct
  - 2. Rules, regulations and procedures to mitigate exposure to civil liability in an academy setting;
- I. Knowledge of the role and responsibilities of instructors in the basic academy using the Regular Basic Course Instructional System.

## **EXPANDED COURSE OUTLINE INTRODUCTION**

The Academy Instructor Certification Course (AICC) is designed to prepare instructors for the demands of training peace officers and recruits in a police academy. The AICC instructor will lead a learning process where students will not only pass tests and memorize facts, but be able to retain and apply that knowledge once beyond the confines of the classroom. As a result of the POST Commission's approval of significant changes to the Basic Course, instructors must be competent in not only the traditional lecture didactic dialogue and test preparation, but will be required to facilitate a learning environment that is student-centered and focused on the use of multiple styles of presenting concepts. POST has determined this teaching methodology is the most appropriate manner for all in-service certified training; therefore, the competencies of the academy instructor must also be present in any instructor for every course taught.

The AICC outline is presented in a format from 24-40 hours in length. Previously, the AICC expanded course outline consisted of 24 hours of instruction, usually accompanied by 16 hours of student presentations to comply with the Academy Instructor Certificate Program (AICP) requirements. Emerging protocols\* to condense formal student teaching allows the presenter to either expand instructional segments or shorten the course once all outcomes have been met. The full AICC, including a competency verification (student teaching) block, should not exceed 40 hours of total instructional time unless local requirements or preferences dictate lengthening the course.

*\* Note – Active learning presentations conducted by students in smaller concurrent groups may allow course presenters to use less time to complete the “teach-back” component of training.*

## **EXPANDED COURSE OUTLINE**

### **I. COURSE INTRODUCTION**

The instructional goals and objectives of the AICC are described in this block of instruction. At the conclusion of the training, the learner will recall the goals and objectives of the AICC, and be able to relate those goals and objectives to subsequent instruction in the course.<sup>1</sup>

### **II. ROLES AND RESPONSIBILITIES OF THE INSTRUCTOR**

At the conclusion of this training block, the learner will understand the qualities and responsibilities of an instructor teaching POST-certified courses in the Basic Academy.

#### **A. Instructor qualities**

1. Possess subject matter expertise
2. Have respect for others, and demonstrate such respect in their duties
3. Be considerate of others
4. Be enthusiastic about leading the student's learning experience
5. Be willing to facilitate student learning with varied approaches

#### **B. Instructor responsibilities**

1. Model desired behavior and performance
2. Facilitate the learner-centered training environment
3. Remain current in their subject matter and the techniques of teaching and facilitating adult learners
4. Ensure the training environment is psychologically safe for the student's learning experience and to mitigate the impact of any inappropriate actions or behaviors by students or staff.
5. Remain focused on the ultimate goal of training, which is to transfer knowledge, skills and abilities to students in a manner that will be retained, replicated and used in the real-world environment

#### **C. Faculty/Staff Code of Conduct<sup>2</sup>**

#### **D. Ethics of instruction<sup>3</sup>**

1. As taught in the learning environment
2. As modeled through the instructor's behavior, words and references

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<sup>1</sup> The Academy Instructor Certificate Course (AICC) requirement of the Academy Instructor Certificate Program (AICP) is satisfied through the presentation of blocks IX, X and XI. Although not required, POST recommends presenting these blocks to all prospective instructors to ensure they are qualified to teach in an academy at a later date.

<sup>2</sup> Selection standards and codes of conduct are established at each academy. Normally they are consistent with the conduct requirements of others at the affiliated educational institution.

<sup>3</sup> See information regarding the Leadership, Ethics and Community Policing Project (LECP) for information concerning the integration of LECP into the basic academy at [www.post.ca.gov](http://www.post.ca.gov).

3. Recognizing students are autonomous and entitled to their own thoughts, beliefs and preferences
4. Managing the learning environment in a manner that challenges but does not manipulate

### **III. CONCEPTS OF ADULT LEARNING**

At the conclusion of this training block, the learner will be able to understand the differences between child and adult learners, identify methods by which adults learn and internalize ideas and concepts, assess differences between teacher-centered and learner-centered training environments, and understand facilitation and how it differs from traditional teaching styles.

#### **A. Adult learning**

1. Pedagogy vs. Andragogy<sup>4</sup>
  - a. Pedagogy – focus is on the child/adolescent learner; learner is dependent, training is subject-matter and content focused, readiness to learn based on physical, mental and social development and lesson planning, testing and evaluation of success is managed by the instructor
  - b. Andragogy – Adult learners are more independent and self-directed, training readiness is based on need, relevance and immediate application. Lesson design sequenced in terms of need and is problem focused.
2. Concepts are not mutually exclusive, nor are definitions of learning methods and preferences finite

#### **B. Learner-centered instruction**

1. Move from traditional teacher-centered instructional methodologies to those that are learner-centered
2. Move from memorization and rote test-taking to the acquisition of knowledge and skills and demonstrated competence consistent with higher-order concepts in Bloom's Taxonomy
3. Move from knowledge gained to knowledge retained
4. Creating an environment that allows students to “fail forward” and process new knowledge in a manner that intrinsically enhances retention and use beyond the Basic Course or other in-service training
5. Move away from viewing the learner as a “blank slate” into one where the learner has life experiences which can be used as a foundation for further growth and development

#### **C. Learning acquisition preferences**

1. Auditory
2. Visual
3. Kinesthetic/ Tactile
4. Digital

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<sup>4</sup> Malcolm Knowles developed the “Andragogical Assumptions” in work published from 1978 forward that formed a basis for much work in this field. See “The Adult Learner” 6<sup>th</sup> Ed., Elsevier Pub, 2005. Also see David Kolb’s “Experiential Learning,” Simon & Shuster 1983.

#### D. Learning, Understanding and Intelligence

1. Bloom's Taxonomy of Learning<sup>5</sup>
  - a. Cognitive (mental skills; what one knows)
  - b. Affective (attitudes; emotions, how one feels about it)
  - c. Psychomotor (skills; what one can do; observable phenomena)
2. Intelligence and Adaptability
  - a. Emotional Intelligences<sup>6</sup>
  - b. Multiple Intelligences<sup>7</sup>

#### E. Facilitation<sup>8</sup>

1. Facilitation defined – “To make easy”
2. Facilitation is oriented to process; is not “presentation” or “teaching”
3. Techniques and skills of effective facilitation
  - a. Listening actively
  - b. Paraphrasing
  - c. Communicating expectations
  - d. Using appropriate questioning technique
  - e. Using planned responses
  - f. Eliciting participation from less outgoing members of class
  - g. Managing interaction and resolving conflicts and disruptions
  - h. Creating a learning environment where it is safe and appropriate to “fail forward” while learning and applying concepts and ideas
  - i. Providing feedback and summary of course or block of instruction
  - j. Use structure to enhance critical thinking by learners

### IV. LESSON PLANNING AND INSTRUCTIONAL SYSTEMS DESIGN

At the conclusion of this training block, the student will demonstrate an understanding of lesson planning and appropriate Instructional Systems Design (ISD) as a foundation for the delivery and evaluation of training that is facilitated in a manner consistent with standards and the learning needs of the student. The course will present at least one ISD methodology and one or more formats for lesson planning.

#### A. Instructional Systems Design

1. Course developers and planners in academic and public safety teaching may use “ADDIE” or a comparable structure to fully design, plan and execute training.<sup>9</sup>

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<sup>5</sup> See numerous Internet resources discussing Bloom's work in 1956 and beyond. See also Loren Anderson and David Krathwol's "A Taxonomy of Learning..." (Longman, 2000; revising and updating Bloom's work).

<sup>6</sup> There are a number of texts on this subject. Two that will inform you most quickly are Daniel Goleman's "Emotional Intelligence," Bantam Books 1997 and Adele Lynn's "The EQ Difference," AMACOM 2005.

<sup>7</sup> The theory of multiple intelligences was first published in 1991. For more information, see Howard Gardner's "Intelligence Reframed" Basic Books 1999.

<sup>8</sup> Facilitation skills are being emphasized in skills training from the Basic ICC through the POST Facilitation Skills Course to the Master Instructor Development Course. Students should understand the requirement for this core skill as a requisite for success as a trainer in the POST environment.

<sup>9</sup> Refer to numerous sites on the Internet for further information. Search under the term "ADDIE Model."

- a. Analyze
  - b. Design
  - c. Develop
  - d. Implement
  - e. Evaluate
- 2. ISD ensures that training is the most appropriate intervention versus other methodologies such as:
  - a. Instructional Aids
  - b. Self-directed study
  - c. Material or equipment deficiency
  - d. Related educational technologies

## B. The Instructor's Lesson Plan<sup>10</sup>

1. There are a number of models and formats one may use for the lesson plan. The importance of the plan is to enhance the structure of delivery, identify time constraints, and allow for replication by others and to validate the teaching of learning objectives. Relevant considerations are to:
  - a. Use a structure for planning to ensure consistent outcomes
  - b. Clarify the desired learning outcomes sought
  - c. Focus the design of instruction on targeted content relevant to the subject intended
  - d. Analyze options for training delivery
  - e. Identify appropriate learning activities to reinforce and deepen learner retention of ideas, skills or concepts
  - f. Determine acceptable evidence of learning
  - g. Plan learning activities and instruction
  - h. Create lesson plan using one of several acceptable options
    1. Outcome-Based Lesson Planning<sup>11</sup>
      - a. Established goals of training
      - b. Understandings needed by instructor and students
      - c. Essential questions to focus goals and guide actions
      - d. Knowledge and skills to be acquired through instruction
      - e. Assessment of success
      - f. Action plan for instruction
    2. Time-sequenced lesson plan
      - a. Scripted lesson plan using time sequences to note progress
      - b. Includes narrative description of actions and activities by instructor and students
      - c. Tied to learning objectives, resources and outcomes desired
    3. Other acceptable model or structure

## C. Prerequisites for Learners

1. Experience or other established criteria for attendance
2. Completion of assigned articles, chapters, workbooks or other related resources

<sup>10</sup> Search "lesson planning" on the Internet for sites with sample lesson plans and related resources. Graduates of the MIDP are also excellent resources for lesson planning structures and strategies.

<sup>11</sup> This outcome-based model was developed by Grant Wiggins and Jay McTighe in their text, "Understanding by Design" 2<sup>nd</sup> ed., Assoc. for Supervision & Curriculum Development, Alexandria, VA 2005.

### 3. Research on the Internet

#### D. Facility<sup>12</sup>

1. Possible limitations of physical layout of training environment
2. Ability to move tables or chairs to form learning groups
3. Adequate AV support for video/CD/DVD and the Internet
4. Noise or other possible distractions

#### E. Testing

1. Understand relation of learning objectives to POST competency and testing standards
2. Understand POST standards for testing and remediation

## V. DELIVERY STRATEGIES

Using strategies and concepts presented in this course, learners will be able to demonstrate their understanding of the varied means by which they can present instruction to students, analyze the pros and cons of particular methodologies, assess which ones would be best suited to their instructional goals and evaluate success in their application.

#### A. Delivery strategies will include:

1. The selection and use of instructional delivery formats and strategies
2. An understanding of the process of class management through instructional style
3. Using one or more interactive approaches to education and training to engage students
4. Creating momentum in class
5. Using a variety of activities

#### B. Problem Solving Strategies

1. Problem-Based Learning Exercises<sup>13</sup>
2. Case Study Exercises
3. Other student-centered, instructor facilitated strategies to emphasize the development of problem-solving capacity in students

## VI. INSTRUCTIONAL RESOURCES

At the conclusion of this training block, the learner will understand the variety of instructional resources available and demonstrate proficiency in their use as a part of a lesson plan.

#### A. Appropriate selection and use of various resources

1. Informational resources
2. Classroom resources
3. Resources at POST<sup>14</sup>

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<sup>12</sup> One of the greatest hindrances to learning for adults is the traditional row-seat setting of the academy classroom or similar setting. Even in academies, consider moving tables and chairs to enhance the success of learning; put students face-to-face and move them in the room to work with one another.

<sup>13</sup> Several policing agencies in the State are transitioning to the PTO (Police Training Officer) field training, which is based on Problem Based Learning (PBL). Academies are also moving to PBL as a possible future training mode. See <http://www.pspbl.com/> for more information about PBL in police training.



- B. Practical demonstration and use of various aids
- C. Pros and cons of various media
  - 1. Passive versus active media
  - 2. Over-utilization of Power Point and similar media<sup>15</sup>
    - a. Do not read from Power Point
    - b. Use primarily for visuals, quotes, core concepts, not a visual outline
- D. Technical issues with Instructional Resources
  - 1. Familiarize oneself with technology in the classroom prior to class
  - 2. Consider how students might use technology in the learning experience
- E. Copyright considerations for use of published material

## **VII. PRESENTATION SKILLS**

At the conclusion of this training block, the learner will understand the variety of skills available for instructors and demonstrate the use of appropriate presentation skills in a simulated or actual classroom environment.<sup>16</sup>

- A. Presence
  - 1. Appearance, including attire
  - 2. Personable, approachable and receptive
  - 3. Respect for learners and others in the learning environment
- B. Appropriate language and word choice
- C. Nonverbal skills
  - 1. Paralanguage
  - 2. Proxemics
- D. Observation skills
  - 1. Ongoing evaluation of learner behavior
  - 2. Adapting instruction
  - 3. Level of comprehension
  - 4. Awareness of learner concerns
- E. Classroom management skills
  - 1. Minimize interruptions

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<sup>14</sup> The POST Learning Portal is online at [www.post.ca.gov](http://www.post.ca.gov). It is an excellent resource for instructors. There are self-paced learning modules, sample lessons, Power Point resources and planned discussion boards for instructors to contact and assist one another.

<sup>15</sup> You may use the search term “overusing PowerPoint” or similar on the Internet to locate articles on the dangers of relying on PowerPoint excessively, as well as useful tips for using it for the desired effect.

<sup>16</sup> The POST Facilitation Skills Course focuses specifically on facilitating the adult learning environment, paralanguage, presentation and platform skills, critical thinking and related skills. Check with [www.post.ca.gov](http://www.post.ca.gov) or your academy’s training manager for offerings in your area.

2. Mitigate disruptive student behavior
3. Build a positive learning environment
4. Breaks at appropriate intervals

F. Expectations for demonstration and verification of competencies

## VIII. COMPETENCY VERIFICATION

At the conclusion of this training block, the student will be able to demonstrate proficiency in the use of appropriate presentation skills and related competencies by delivering training to the class or sub-group of the class in a manner consistent with Adult Learning, Instructional Systems Design, outcome-based lesson planning and through the use of appropriate delivery strategies.

- A. The instruction should be drawn from actual or intended teaching in the academy or in-service training environment
- B. Minimum requirements for the demonstration of competency are:
  1. The student will develop instructional goals and anticipated outcomes for their training block
  2. The segment will allow the student to demonstrate their knowledge of the subject being taught, their creativity in developing and presenting content to adult learners
  3. The instructional segment will actively involve the learner in the teaching environment
- C. This demonstration of proficiency fulfills the “Competency Verification” component of POST Regulation 1083 regarding the training of instructors whose academies are participating in the POST Academy Instructor Certificate Program (AICP). For those instructors, the “Competency Verification” form will be completed by the course instructor once the demonstration of competency has been presented in a satisfactory manner.<sup>17</sup>

*Blocks IX, X and XI are specifically required to fulfill the requirements of the POST Academy Instructor Certificate Program (AICP) as required by POST Regulation 1083. This content may be delivered as a part of classroom instruction. Alternately, it may be delivered through one or more blended learning strategies such as self-paced learning, through instructional aids or via electronic means (DVD or Internet resources at POST or elsewhere) to present the required material.*

## IX. POST BASIC COURSE INSTRUCTIONAL SYSTEM

At the conclusion of this training block, the learner should be able to describe orally or in writing the POST Regular Basic Course Instructional System and regulations regarding instructor development training.

- A. POST Commission Authority
  1. Penal Codes
    - a. 13500 P.C.

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<sup>17</sup> Read more about the Academy Instructor Certificate program at <http://www.post.ca.gov/training/speciality/basic.asp>.

- b. 23503 P.C.
  - c. 13510 P.C.
- 2. POST Regulations<sup>18</sup>
  - a. Reg. 1071
  - b. Reg. 1083

B. POST Academy Certification Process<sup>19</sup>

C. Basic Course Management Guide

D. Basic training mission<sup>20</sup>

- 1. Prepare students mentally, morally, emotionally and physically to successfully complete a field training program or related advanced training program subsequent to graduation from the Regular Basic Course.
- 2. Ensure students demonstrate the core competencies to successfully complete the RBC

E. Academy policy development

F. Academy requirements

G. The Learning Domain system

- 1. Learning needs
- 2. Learning objectives
- 3. Educational Objectives
- 4. Minimum hourly requirements
- 5. Learning activities, both required and optional
- 6. Testing (written, scenario and exercise)
- 7. Training and testing specifications

H. Delivery formats

- 1. One part instructional sequence (intensive and extended)
- 2. Modules III, II and I (reserve training)

I. The Leadership, Ethics and Community Policing (LECP) Project and its impact on RBC curriculum

## **X. POST ACADEMY WORKBOOK SERIES<sup>21</sup>**

At the conclusion of this training block, the student will demonstrate an understanding of the POST academy workbook series, how to use the Learning Domain workbook as a foundation for lesson planning, evaluate core concepts in the workbook as they relate to testing standards, and create an instructional block that is facilitated in a manner consistent with standards and the learning needs of the student.

<sup>18</sup> See <http://www.post.ca.gov/regulations/manual.asp> for the POST Administrative Manual and all regulations applicable to training in California law enforcement.

<sup>19</sup> At <http://www.post.ca.gov/training/speciality/basic.asp>

<sup>20</sup> For general information regarding the Basic Course and academies see <http://www.post.ca.gov/about/bt.asp>.

<sup>21</sup> Workbooks are available for order from any academy; see also <http://www.post.ca.gov/about/bt.asp>.

- A. The Instructor's Lesson Plan will incorporate concepts from the Student Workbook and related sources to ensure instruction is consistent with the learning objectives and testing standards established for the basic course
- B. The lesson plan will consider general lesson planning competencies as presented in section IV (B)(1) of this expanded course outline and utilize those competencies in the development of a plan consistent with the requirements of the basic course
- C. The student workbook may be used as a foundation for pre-course work by students and as an instructional aid in the learning environment
- D. The POST Instructor's Guide to Learning Activities<sup>22</sup>
  - 1. Developed by POST to establish appropriate learning activities consistent with training specifications and the Leadership, Ethics and Community Policing Project
  - 2. The lesson plan will contain one or more of these learning activities or a comparable adult learning exercise for students. This is mandated by POST regulation for many Learning Domains and strongly recommended in all others
  - 3. The emphasis of the activities in the Instructor's Guide is on the student-centered class environment; all comparable activities designed and delivered will conform to that delivery methodology
- E. Testing
  - 1. Understand the relationship between student workbooks and POST testing standards
  - 2. Understand the POST and academy standards for test remediation

## **XI. BASIC COURSE EVALUATION, TESTING AND REMEDIATION**

At the conclusion of this training block, the learner will be able to describe the methods used in the Regular Basic Course to evaluate learning.<sup>23</sup>

- A. Preparation and presentation of testing
- B. Scenario testing
- C. POST Basic Course testing – mid-term and final
- D. Remediation procedures
- E. Role of academy coordinators and instructors

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<sup>22</sup> The Instructor's Guide to Learning Activities is available through academies, or contact POST Basic Training Bureau for instructions regarding how to download it from the POST Learning Portal.

<sup>23</sup> POST's Training and Testing Specifications for the basic course and related training may be found at [http://www.post.ca.gov/training/bt\\_bureau/TrainingSpecs/default.asp](http://www.post.ca.gov/training/bt_bureau/TrainingSpecs/default.asp).

## **XII. REVIEW AND EVALUATION OF CLASS**

For all Academy Instructor Certification Courses – Close the class after appropriate opportunities for review of course content. Refer to continued sources of learning and instruction regarding the submission of course evaluations on the POST website.<sup>24</sup>

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<sup>24</sup> Those students seeking advanced training opportunities to enhance their skills should assess their readiness for the Master Instructor Development Program (MIDP); information is available at <http://www.post.ca.gov/training/speciality/midp.asp>. Experienced in-service or academy instructors may also enroll in POST's Facilitation Skills Course, delivered regionally in partnership with host agencies and academies. Certain courses in the academy also require specialized training and certification. More information may be found at <http://www.post.ca.gov/training/speciality/specialized.asp>.